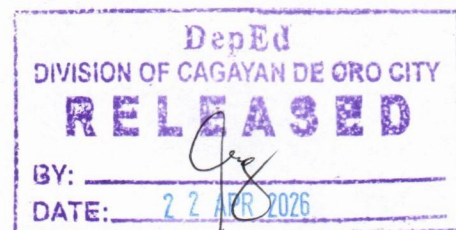




Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

20 Apr 2026

DIVISION MEMORANDUM

No. 366 s.2026

**CONDUCT OF ORIENTATION ON THE PILOT IMPLEMENTATION OF ACADEMIC-
FOCUSED BRIDGING PROGRAM (AFBP) CUM TARGET SETTING AND PLANNING
FOR ALTERNATIVE LEARNING SYSTEM (ALS) PROGRAM IMPLEMENTATION
FOR SCHOOL YEAR 2026-2027**

TO: Assistant Schools Division Superintendent
Chief, Curriculum Implementation Division
Concerned Curriculum Implementation Division Personnel
Concerned Elementary and Secondary School Heads
Concerned ALS Teachers and BPOSA Facilitator
This Division

- Referring to Regional Memorandum No. 362, s. 2026 on the Pilot Implementation of AFBP and in support to the opening of SY 2026-2027, this Office, through the Curriculum Implementation Division (CID) will conduct orientation on AFBP implementation, target setting and planning for ALS program implementation at the Division Function Hall, Fr. William Mastersons Ave., Upper Balulang, Cagayan de Oro City, on May 14-15.
- The activity aims to:
 - orient the field on the adaption of the regional contextualized guidelines and framework on the pilot implementation of AFBP;
 - orient the field on DepEd Order No. 001, s. 2026 on implementing guidelines of the Enhanced ALS;
 - review and analyze the March 29, 2026, A&E test results to identify learner performance and areas for improvement.
 - set targets and plan ALS program strategies for SY 2026-2027 based on A&E test results.
- Attached to this Memorandum are list of participants, schedule, technical working committee, and Regional Memorandum No. 362, s. 2026 for reference.
- In adherence to Equal Opportunity Principle (EOP), inclusive and fair treatment is accorded to all personnel regardless of disability, sexual orientation, gender, age, religion, and ethnicity.

5. This Office directs immediate and wide dissemination of this Memorandum.

ROY ANGELO E. GAZO
Schools Division Superintendent

Encl.: As stated

Reference: As stated

To be indicated in the Perpetual Index
under the following subjects:

ALTERNATIVE LEARNING SYSTEM

AFBP

TARGET SETTING

DM-112-CID-DIS-AUF / conduct of orientation on the pilot implementation of academic-focused bridging program (afbp) cum target setting and planning for alternative learning system (als) program implementation for school year 2026-2027
April 20, 2026

Competency
Diligence
Outstanding Integrity

LIST OF PARTICIPANTS

DATE	PARTICIPANTS
MAY 14, 2026	Curriculum Implementation Division • Rochelle A. Luzano, EPS • January Gay T. Valenzona, EPS • Ray O. Maghuyop, EPS • Evelyn Q. Sumanda, EPS • Jerly H. Eluna, EPS • Helen R. Lucman, EPS • Phoebe W. Taruc, EPS • Juan A. Mingo, EPS • Jenith Q. Balsicas, EPS
MAY 15, 2026	School Governance and Operation Division • Rodel S. Megollas, Div. Planning Officer
MAY 14-15, 2026	Curriculum Implementation Division • Jean S. Macasero, Chief • Shirley A. Merida, PSDS/Asst Chief • Angelito U. Felisilda, PSDS/Div. ALS Focal • Margie G. Andrade, PSDS • Milagros P. Recamadas, PSDS • Paraida D. Orangot, PSDS • Cynthia V. Yañez, PSDS • Charlyn S. Baylon, PSDS • Marife A. Ramos, PSDS • Sylvio C. Carciller, PSDS • Jerry P. Taruc, PSDS • Janry B. Colonia, EPS II for ALS • Julieta N. Dolero, MT 1/Div ALS Coor • Rubeneth V. Salazar, EPS II for ALS ALS Teachers • Neo Alpe Anthony L. Amao, City CS • Julie A. Ceniza, City CS • Johnrill R. Generoso, City CS • Sheryll M. Ontong, City CS • Nicolas A. Nacaytuna, City CS • Rosalina P. Facurib, East CCS • Luisa U. Maliao, East CCS • Amie Rose R. Tura, East CCS • Apida P. Alimatar, Lapasan NHS • Nelson E. Alon III, Camansi IS • Rica B. Rocamora, Lapasan NHS • Lucita Mae B. Aguelo, Lapasan NHS

- Nora C. Coronado, Bugo CS
- Lovelen R. Gemo, Bugo CS
- Jovelyn J. Go, Bugo CS
- Rolando A. Oriel, Puerto NHS
- Glenda Q. Epao, Agusan NHS
- Daisy Mae P. Jayson, Bugo CS
- Norhata B. Andog, Puerto NHS
- Windy G. Hagonao, Puerto NHS
- Kimberly Zoilon, Puerto NHS
- Elmer A. Almaparas Jr., North CCS
- Hazel P. Galabo, North CCS
- Ailiene P. Libres, North CCS
- Demalou D. Caiña, Bayabas NHS
- Mary Mae P. Otadoy, Bonbon NHS
- Willy P. Calo, South CCS
- Mirasol A. Muñoz, South CCS
- Robinson G. Tablang, South CCS
- Luisa B. Entrina, CDONHS- SHS
- Alona B. Hilot, CDONHS - JHS
- Junalyn B. Jalit, CDONHS - SHS
- Jane W. Penales, CDONHS - SHS
- Dave B. Bagares, Lumbia CS
- Ay-Mae Claire Y. Butlig, Lumbia CS
- Gretchen D. Linaac, Lumbia CS
- Jason James Ramirez, Lumbia NHS
- Roxan Jean R. Abacahin, Lumbia NHS
- Farhana P. Bilangatao, Lumbia NHS
- Jordan Go, Lumbia NHS
- Dannica Miles S. Reyes, Lumbia NHS
- Evelyn A. Fabular, Mambuaya NHS
- Ruben T. Ybañez, Mambuaya CS
- Aldrin Baba, Dansolihon NHS
- Edmor F. Ebajay, Dansolihon NHS
- Erlene Joy Ubay-Ubay, Dansolihon NHS
- Rovina P. Bag-ao, West CCS
- Marvilyn M. Chiva, West CCS
- Pinky Marris M. Fabria, West CCS
- Lenny S. Adelantar, Bulua CS
- Maribel G. Calo, Bulua CS
- Relyn T. Orate, Bulua CS
- Geraldine P. Damayo, Bulua NHS
- Evangeline Bagasbas-Pailmao, Bulua NHS

LIST OF TECHNICAL WORKING COMMITTEE

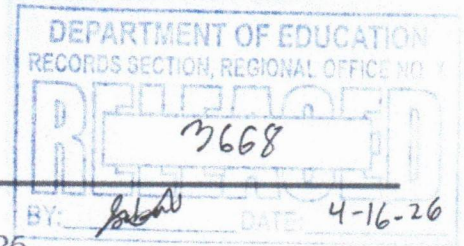
DISTRICT	COMMITTEE
Over-all Activity Chairperson: Angelito U. Felisilda, PhD Technical Working Committee Chairpersons: Janry B. Colonia, PhD Julieta N. Dolero Rubeneth V. Salazar	Registration & Documentation & Accomplishment Report Committees Food, Physical arrangement & Aftercare, & Sound System & ICT in-charge Committees Logistics, Awards & Recognition Committee, & Program Committees
Central Committee Head: Johnrill Generoso Asst. Committee Head: Neo Alpe Anthony L. Amao Members: Sheryll M. Ontong Julie A. Ceniza Nicolas A. Nacaytuna	Registration (attendance)
East 1 Committee Head: Luisa U. Maliao Asst. Committee Head: Amie Rose Tura Vasquez Members: All East 1 District ALS Elem/JHS/SHS teachers	Logistics (distribution of materials & gathering of output)
East 2 Committee Head: Jovelyn J. Go Asst. Committee Head: Lovelen R. Gemo Members: All East 2 District ALS Elem/JHS/SHS teachers	Food Committee
North 1 Committee Head: Ailiene P. Libres Asst. Committee Head: Hazel P. Galabo Member: Elmer A. Almaparas Jr.	Documentation & Accomplishment Report

North 2, Southwest 1 & 2 Committee Head: Juventino P. Sieras & Asst. Committee Head: Dave B. Bagares Members: All North 2, Southwest 1 & 2 District ALS Elem/JHS teachers	Physical arrangement & Aftercare
South Committee Head: Mirasol A. Muñez Asst. Committee Head: Willy P. Calo Members: All South District ALS Elem/JHS/SHS teachers	Sound System & ICT in-charge (include all preliminary music/video)
West 1 Committee Head: Pinky Marris M. Fabria Asst. Committee Head: Marvily Chiva-Bustamante Member: Rovina P. Bag-ao	Awards & Recognition Committee (Certificates, Appearance & Token)
West 2 Committee Head: Maribel G. Calo Asst. Committee Head: Lenny S. Adelantar Members: All West 2 District ALS Elem/JHS/SHS teachers	Program (invitation & program flow facilitator) Committee



Republic of the Philippines
Department of Education
REGION X - NORTHERN MINDANAO

Original Copy of Two



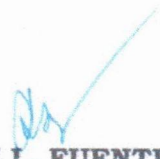
April 14, 2026

REGIONAL MEMORANDUM
No. 362, s. 2026

ADAPTION OF THE REGIONAL CONTEXTUALIZED GUIDELINES
AND FRAMEWORK ON THE PILOT IMPLEMENTATION
OF ACADEMIC-FOCUSED BRIDGING PROGRAM (AFBP)

To: Schools Division Superintendents
All Others Concerned

1. With the achievement of the two-year pilot implementation of the Academic-Focused Bridging Program (AFBP) for Alternative Learning System (ALS), this Office, through the Curriculum and Learning Management Division (CLMD), directs the field to adopt the attached Regional Contextualized Guidelines and Framework on the Pilot Implementation of the AFBP for Year 3 that will start in May.
2. All Schools Division Offices (SDOs) must select at least one school or learning center to pilot the program.
3. The regional and divisional ALS focal persons, with the assistance of the EPS-II in ALS, shall monitor the pilot implementation and submit reports for program evaluation.
4. Expenses to be incurred in this activity shall be charged against the ALS funds/local funds, subject to the usual accounting and auditing rules and regulations.
5. This Office directs the immediate and wide dissemination of this Memorandum.


DR. RUTH L. FUENTES, CESO-III
Regional Director

To be indicated in the Perpetual Index
under the following subjects:

ALTERNATIVE LEARNING SYSTEM AFBP

CLMD/jfd

**Regional Contextualized Guidelines on the Pilot Implementation
of the Academic-Focused Bridging Program (AFBP) in Schools
and Community Learning Centers (CLCs)
DepEd Region X (Northern Mindanao)**

I. Rationale

- A. The Department of Education–Region X recognizes the urgent need to address persistent learning gaps among Alternative Learning System (ALS) completers, particularly those transitioning to Senior High School (SHS). Many ALS learners encounter challenges in academic preparedness, study habits, and socio-emotional readiness, which may hinder their success in formal education or technical-vocational pathways. In response, the Academic-Focused Bridging Program (AFBP) is conceptualized as a targeted intervention to strengthen foundational competencies, simulate SHS learning environments, and cultivate discipline and resilience among learners. Anchored on Memorandum DM-CT-2024-225 and guided by the Region X AFBP Framework, this initiative seeks to institutionalize a contextualized, inclusive, and learner-centered approach across Schools Divisions and Community Learning Centers (CLCs) in Northern Mindanao. This effort is aligned with Republic Act No. 11510, which mandates responsive and flexible programs that address the diverse needs, contexts, and aspirations of ALS learners.
- B. The institutionalization of the AFBP is further reinforced by with Republic Act No. 11510, emphasizing the role of bridging programs in ensuring seamless learner transitions, improving retention, and promoting completion. Empirical evidence underscores the effectiveness of structured bridging interventions in enhancing academic readiness and reducing attrition among disadvantaged learners (Quijano, 2021; Bernardo & Esteban, 2020). Moreover, the AFBP reflects the Department's commitment to inclusive and equitable quality education as articulated in the Basic Education Development Plan (BEDP) 2030 and the ALS 2.0 Strategic Roadmap. Through this initiative, Region X ensures that ALS completers are not only academically equipped but also empowered with 21st-century skills and life-career competencies, enabling them to successfully navigate SHS and pursue meaningful post-ALS pathways.

II. Scope

The Academic-Focused Bridging Program (AFBP) shall be implemented in select pilot sites (secondary public schools and Community Learning Centers (CLCs) across Region X, targeting ALS Junior High School (JHS) completers aged 16 years and above. The program shall prioritize diverse groups of learners, including working youth and adults, young parents, Indigenous Peoples (IP) learners, learners with disabilities, Persons Deprived of Liberty (PDLs), transient learners, individuals residing in geographically isolated barangays, and members of other marginalized sectors of the community, to ensure inclusive access to senior high school and other post-basic education pathways.

III. Definition of Terms

This section presents the definition of terms to ensure shared understanding and consistency among program implementers and stakeholders.

- A. 21st Century Skills:** refer to skills such as digital literacy, collaboration, critical thinking, and communication are essential for learner success in modern education and employment (Trilling & Fadel, 2009).
- B. Academic-Focused Bridging Program (AFBP):** the AFBP is mandated under RA 11510 and its Implementing Rules and Regulations to prepare ALS JHS completers for SHS and beyond (Republic Act No. 11510, 2020).
- C. Accreditation and Equivalency (A&E):** this program certifies competencies of ALS learners as equivalent to formal education levels (Department of Education, 2018).
- D. Alternative Learning System (ALS):** this program provides a second-chance education for out-of-school youth and adults through non-formal and informal modalities (DepEd, 2018).
- E. Andragogy:** refers to the teaching approach that focuses on adult learning principles such as self-direction and relevance to life experiences (Knowles, Holton, & Swanson, 2015).
- F. Blended Learning:** blended learning integrates face-to-face and modular or online learning to accommodate varied learner needs (DepEd, 2020).
- G. Community Learning Center (CLC):** refers to venues, physical or virtual, where ALS sessions are conducted (DepEd, 2018).
- H. Community Partners:** the community partners enhance learner development by supporting immersion, livelihood, and mentorship activities (DepEd, 2015).
- I. Diagnostic Assessment:** identifies baseline learner skills to inform instruction (DepEd, 2019).
- J. Flexible Learning Options (FLO):** offer alternatives to traditional education, including ALS and modular learning (DepEd, 2010).
- K. Formative Assessment:** refers to continuous tools for monitoring learner progress and adjusting instruction (Black & Wiliam, 2009).
- L. Learning Facilitator:** refers to ALS teachers include Mobile Teachers and Instructional Managers who guide learners using flexible and contextualized approaches (DepEd, 2018).
- M. Life and Career Skills:** refer to soft skills such as time management and study habits essential for personal and professional growth (Partnership for 21st Century Skills, 2009).
- N. Monitoring and Evaluation (M&E) Tool-** is a standardized instrument used to assess the efficiency, quality, and effectiveness of ALS program implementation. It tracks learner participation, facilitator performance, program outputs, and impact, helping improve decision-making, planning, and accountability (DepEd, 2019).
- O. Most Essential Learning Competencies (MELCs):** refer to streamlined competencies used to sustain learning continuity during disruptions like the COVID-19 pandemic (DepEd, 2020).
- P. Out-of-School Youth/Adult (OSY/OSA):** are individuals who are not enrolled in formal school and are unable to complete basic education due to economic, geographic, social, or personal barriers. They include children, youth, and adults who are at least 12 years old for elementary and 16 years old for junior high school ALS programs, in accordance with DepEd's eligibility criteria (Department of Education, 2018).

- Q. Person Deprived of Liberty (PDL):** A Person Deprived of Liberty (PDL) refers to someone detained or incarcerated in jail, prison, or other custodial facilities. In ALS, PDLs are recognized as priority learners with the right to access basic education. ALS programs are implemented in coordination with the Bureau of Jail Management and Penology (BJMP) and the Bureau of Corrections (BuCor) (DepEd, 2020).
- R. Portfolio Assessment:** involves collecting learner outputs to demonstrate growth and mastery over time (DepEd, 2020).
- S. Program Support Fund (PSF):** is a financial subsidy allocated by the Bureau of Alternative Education (BAE) to support the implementation of ALS programs at the regional and division levels. The PSF is used for instructional delivery, learning resource development, training, communication, monitoring, and other activities aligned with ALS targets (DepEd, 2021).
- T. Senior High School (SHS) Partner School:** SHS Partner Schools are DepEd or non-DepEd institutions authorized to deliver SHS (DepEd, 2015).
- U. Senior High School (SHS) Teacher:** SHS teachers are trained to deliver instruction in Grades 11 and 12 across various tracks under the K to 12 curriculum (DepEd, 2016).
- V. Special Education Fund (SEF):** is a local government fund mandated under Republic Act No. 7160 (Local Government Code) sourced from additional real property tax. In ALS, SEF may be used to support community learning centers (CLCs), purchase of instructional materials, honoraria of learning facilitators, and other local initiatives that enhance ALS delivery (Commission on Audit, 2022).
- W. Summative Assessment:** evaluate overall learner achievement at the end of a learning cycle (DepEd, 2020).

IV. Policy Statement

The Department of Education–Region X hereby adopts the Regional Contextualized Guidelines on the Pilot Implementation of the Academic-Focused Bridging Program (AFBP) to establish standardized principles, rules, and quality standards for its implementation across eligible secondary public schools and Community Learning Centers (CLCs) in Northern Mindanao, ensuring a structured and learner-centered bridging intervention for ALS Junior High School (JHS) completers in preparation for Senior High School and other post-basic education pathways.

V. Procedures

A. Curriculum Focus

The AFBP curriculum is designed to be competency-based, flexible, and responsive to ALS learners' diverse needs. It aligns with the Strengthened SHS Curriculum and core subjects covered shall include the following:

- 1. Effective Communication (English & Filipino):** Reading, writing, oral skills, viewing, and media literacy. Develop communicative competence in both English and Filipino across four key contexts: personal and interpersonal, social and cultural, academic and training, and professional and work settings.

2. **General Mathematics:** Basic operations, data interpretation, problem-solving, basic algebra, real numbers. Deepens understanding of concepts and techniques drawn from numbers and algebra, measurement and geometry, data and probability.
3. **General Science:** Concepts in biology, chemistry, earth science. Understand how the study of Physics, Chemistry, Biology, and Earth and Space Science interact to explain natural phenomena and how they can be utilized to advance the Philippines' economy.
4. **21st Century Skills:** These skills focus on the following;
5. **Learning Skills (The 4 Cs)-** Critical thinking, Creativity, Collaboration, Communication;
6. **Literacy Skills (IMT)-** Information, Media and Technology Literacy; and
7. **Life Skills (FLIPS)-** Flexibility, Leadership, Initiative, productivity and social skills.
8. **Optional Life & Career Skills:** Time management, career awareness, leadership and social skills and financial literacy

B. Delivery Modalities

The implementation shall be flexible and inclusive, tailored to learner contexts:

1. **Blended Mode:** Printed modules + digital resources (Facebook groups, Learning Management System (LMS), Short Messaging System (SMS) reminders, Google Classroom) + 2-3 weeks in person.
2. **Hybrid Mode:** e.g. create YouTube channel and Facebook page exclusive for AFBP materials
3. **Modular Mode:** For areas without internet access
4. **Face to Face session:** Contextualized based on CLC or school capacity.
5. **Peer Learning & Coaching Circles:** Encourages collaborative learning and mentoring.
6. **SHS Simulation Tasks and Exposure Visits:** Real-world immersion aligned with Field Experience and Work Immersion components.

C. Schedule and Duration

1. Duration: 4–6 weeks (at least 40 hours actual teaching)
2. Weekly Time: 3–6 hours (customizable by learner profile)
3. Facilitator-Learner Ratio: 1:25 recommended

D. Andragogical Strategies and Approaches

To ensure that learning is meaningful and responsive to the diverse needs of ALS learners, the AFBP applies adult-centered teaching strategies that promote engagement, relevance, and real-world application.

1. **Inquiry-Based Learning-** Encourages learners to explore concepts through questioning and problem-solving.
2. **Reflective Observation/Journalizing-** Promotes self-awareness by documenting personal learning experiences.

3. Localized and Contextualized Instruction- Makes learning relevant by connecting content to learners' cultural and community contexts.

- a. **Adult Education Strategies-** applies adult learning principles that value experience, self-direction, and practical application.
- b. **Social-Emotional Learning (SEL)-** builds emotional resilience and interpersonal skills through inclusive, learner-centered approaches.
- c. **Experiential Learning-** provides hands-on activities that connect learning to real- world situations.
- d. **Action Learning-** Engages learners in solving real-life problems collaboratively and reflectively.

E. Support Mechanisms

The support mechanisms outline the programs, systems, and partnerships necessary to facilitate effective delivery and sustainability of the program in Schools and Community Learning Centers (CLCs).

- 1. **Mentoring:** SHS teachers & trained SHS teacher volunteers
- 2. **Psychosocial Support:** Psychosocial activities and referral pathways available
- 3. **Career Guidance:** With SHS and local industry experts
- 4. **Parental Engagement:** Orientation for family support

F. Implementation Procedure

The implementation process of the AFBP establishes the official framework and procedural sequence through which the program shall be operationalized across implementing sites. It defines the structured phases, roles, and standards that govern program delivery, ensuring that implementation is systematic, transparent, and responsive to learner needs. This process serves as the primary mechanism for translating contextualized guidelines objectives of the AFBP into coordinated actions, while upholding principles of quality assurance, accountability, inclusivity, and learner protection throughout all stages of implementation.

- 1. Pilot implementing sites shall conduct a structured advocacy and information campaign to inform and engage relevant stakeholders, including but not limited to barangay officials, parents or guardians, community leaders, partner institutions, and prospective learners.
- 2. Advocacy activities shall aim to
 - a. promote awareness of the objectives, scope, and benefits of the AFBP;
 - b. encourage community participation and institutional support; and
 - c. identify, validate, and recruit eligible learners.
- 3. Prior to the commencement of learning activities, pilot implementing sites shall ensure the establishment of a safe, inclusive, and conducive learning environment, whether physical, virtual, or blended, consistent with ALS standards and safety protocols.

4. Learning venues shall be adequately prepared with appropriate instructional materials, equipment, and resources to support flexible and differentiated learning delivery.
5. All enrolled learners shall undergo a diagnostic assessment through the administration of a pretest to determine their existing competencies, learning gaps, and priority learning needs.
6. Pretest results shall be used exclusively for instructional planning and shall not be construed as summative evaluation.
7. Based on the assessment results, an Individualized Learning Agreement (ILA) shall be jointly developed by the learner and the assigned learning facilitator.
8. The ILA shall
 - a. identify priority competencies to be addressed under the AFBP;
 - b. specify learning objectives, strategies, timelines, and responsibilities; and
 - c. serve as the primary reference for learning delivery, monitoring, and evaluation.
9. Learning facilitators shall deliver targeted learning sessions strictly aligned with the identified competencies stipulated in the learner's Individualized Learning Agreement.
10. Instructional delivery shall utilize the officially authorized AFBP Learning Resource Package and other appropriate learning resources and shall employ flexible, contextualized, and differentiated teaching strategies suited to learner needs.
11. Learner progress shall be continuously monitored through portfolio-based assessment, which shall include completed learning outputs, performance evidence, and documented feedback.
12. Implementing units shall ensure the provision of holistic support interventions, including but not limited to
 - a. career guidance and transition planning;
 - b. psycho-emotional and psychosocial learning sessions; and
 - c. life skills development and enrichment activities.
13. Monitoring records shall be maintained accurately and securely and shall form part of the official program documentation.
14. Upon completion of the targeted learning interventions, a post-test shall be administered to measure learning gains and determine the extent of competency mastery.
15. Pretest and post-test results shall be analyzed to assess program effectiveness and to inform continuous improvement measures.

16. A culminating activity shall be conducted to officially recognize learner completion, which may include the presentation of learning portfolios, exhibits of outputs, and the awarding of certificates or other forms of recognition.
17. Completion of the AFBP shall be formally documented, and learners shall be guided on appropriate transition pathways in accordance with ALS policies.

G. Learning Resources

1. Region X contextualized AFBP modules, session guides, and learning activity sheets.
2. Alternative Delivery Mode (ADM) Modules (ADM Package-Modules & Learning Activity Sheet)
3. Digital and print-based formative, reflective, and summative assessments.
4. Optional real-life mini projects per module (beauty care, welding, computer literacy).
5. Inclusive and Responsive Design: all resources are developed to be inclusive, relevant, and responsive to the diverse backgrounds, learning styles, and aspirations of ALS learners.

H. Assessment & Certification

1. Learner progress shall be monitored through the following:

Type	Purpose & Tools
Diagnostic	Entry skill levels/ Diagnostic Test/Pretest
Formative	Weekly quizzes, peer feedback
Reflective	Journal & Learning Diaries, Portfolio
Summative	Final performance tasks, SHS simulations, Posttest
Portfolio	Output compilation, reflection journals

2. A Certificate of Academic Focused Bridging Program (AFBP) Completion will be issued to learners upon successful completion of the program, signed by the Schools Division Superintendent.

I. Roles and Responsibilities

The following are the roles and responsibilities of the stakeholders:

Stakeholder	Responsibilities
a. SHS Teachers/Learning Facilitators	Facilitate sessions and track learner progress
b. Regional and Division ALS Focal Persons and EPS-II in ALS	Oversight, reporting, and technical support
c. SHS Partner Schools	Immersion support, and transition monitoring
d. Community Partners	Venue, logistics, learner motivation, rewards and incentives

J. Funding & Sustainability

1. Funds will be sourced from the ALS Program Support Fund (PSF), Special Education Fund (SEF) allocations, and support from stakeholders, subject to usual auditing and accounting rules and regulations. Teachers shall **not** be required to shoulder costs nor ask learners for financial contributions.
2. The Regional Office and Division Office shall
 - a. integrate AFBP into Regional and Division ALS implementation plans,
 - b. advocate for funding mobilization,
 - c. provide training for ALS implementers,
 - d. promote successful replication models across Schools Divisions, and
 - e. promote AFBP across Schools Divisions through regular publication of gazettes in print and in social media platforms including broadcast media.

VI. Monitoring and Evaluation

- A. The Regional ALS focal persons and Division ALS focal persons to be assisted by the Division ALS Specialist, Education Program Supervisor (EPS), Public School District Supervisor (PSDS)/District In charge (PSDIC) shall conduct regular observations, coaching sessions, and submit post-program reports to the **Bureau of Alternative Education (BAE)**.

B. The table below presents the process flow for the submission of report, from school/CLC level up to Central Office-BAE.

Process flow of submission of Document reports	
In-Charge	Office
BAE	DepEd Central Office
REPS-ALS	Regional Office
DEPS- ALS	Division Office
EPS II-ALS	Division Office
PSDS/PSDIC	District Office
DALSC/ School Head	District ALS Center/ Senior High School
Learning Facilitator	School/CLC

C. Key indicators include the following:

1. Completion Rate (AFBP completion/AFBP enrollment)
2. AFBP Transition Rate (SHS enrollment/AFBP completion)
3. Pretest/Post-Test statistical difference
4. Learner Satisfaction Levels

VII. References

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VIII. Effectivity

This regional guideline shall take effect immediately upon issuance and dissemination to all concerned offices, schools, and learning centers.